Young Ladies' Institute,

PITTSFIELD, MASS.

It is conceded, that the education of young ladies has been, for years, successfully conducted in this Institute. The present proprietor and principal proposes to carry out a cherished plan for the still higher disciplinary education to which he feels that woman is entitled, and for which he believes the more reflecting part of the community is prepared. Some development of the plan will be naturally expected; and although a report, embodying our views, was presented by Rev. Samuel Harris, A. M., to a Convention of the friends of education, assembled at Pittsfield, in March, 1853, and has since been published and circulated, it will be expedient here also to express some points of importance, in considering *the great end of the education of girls, and the means of attaining it.*

1.—THE GREAT ENDS OF EDUCATION.

On this subject there is much confusion of ideas, and indistinctness of perception. Many have no higher notion than that of sending a grist to the mill, which, after having passed through the grinding process of the machinery, shall come home a bag of flour, ready for its uses. So it is accounted of in respect to the human intellect and heart. Girls are sent to some educational mill, where it is expected, after listening to the rattle of the machinery for a few months, or being subjected to a few revolutions of its wheels, they will be well filled with knowledge, and go home fitted for the high behests of life, and for the social relations of refined society. Alas! what an erroneous notion of education! It were better and truer to think of it as the grinding process itself, as the subjection of the soul to the toil and trial of turning the wheels, and keeping the machinery in motion; for the end of education is not to communi-

cate as much knowledge as possible in the shortest time possible; but rather, by a slow, sure, regular system, to discipline the faculties of the soul, so as to fit it for energetic, effective action, whenever such action is demanded, and for calm endurance, whenever that endurance is the duty. Were that the object of education, it were easy enough to put the mind under the hopper of memory, and having all knowledge ready ground, just to let it run in, and fill up the cells of the cranium. But of what use were the product, if we knew not how to use it? Thus negatively developed, or rather undeveloped, how could the mind meet the realities of life? No; the design of education is to call into active exercise the various powers of the soul, to unfold them symmetrically, to accustom the mind to thought, to analysis and synthesis, to fit it for meeting the necessities and realities of life, for employing its acquisitions in good ends and at right times, and for commanding its faculties and forces into battle array all panoplied, whenever that array shall be requisite. This is, doubtless, the immediate end; and the ultimate, in respect to woman, is to qualify her for her peculiar sphere in life.

She has a soul, with all its powers and capacities, but incarnated in an organization differing somewhat from that of man; and though usually the reflective powers may not be so strongly developed as in man, yet there is a full compensation in her quick intuitive perception, and her almost instinctive judgments, and in the warmth and tenderness of her sentiments and sympathies. We, consequently, do not wish to see her marshalled on the battle-field, wielding the sword or hurling the javelin, nor wending her way to the ballot-box, nor trudging along, with the green bag under her arm, to the court house or congressional hall. We feel that God has made her for other scenes and other joys; that the sweet prattle of infancy is to be her sweetest music, and that she, more than the father, is to be the presiding genius of love in that charmed circle of home. Who would not feel shocked, if the soft, delicate offices of woman in the family were assumed by man, and she, on the other hand, were to go daily out into the bustle and turmoil of masculine life? Qualified to discharge her home duties, and there to be the loved one of all, throwing her own graces, like little chaplets, around the heads of her offspring, she fulfils the destiny allotted her by Infinite Wisdom, and prepares herself for the communion of heaven, where He reigns, who is the Son of Mary and the light of love.

II.—THE MEANS TO THESE ENDS.

1. *Physical.*—Girls have a constitution somewhat more delicate than boys, and one that specially requires physical development by exercise in early life. They have little propensity to resort to the rough out-door amusements of boys, to hurl the quoit, or play at cricket, or run in the race, or wrestle in the arena, and yet they need to breathe the oxygen of pure air, to give strength to the muscular and nervous systems, and to accumulate vigor for the duties and trials of life.

Our Institute provides for this. The grounds are universally inviting, the shady walks refreshing, the flower-beds gay and enlivening, the unaffrighted and unharmed birds enchanting. Here are horses and vehicles for riding; and, above all, a spacious and elegant gymnasium, where, in damp as well as dry weather, the young ladies are exercised in various calisthenic graces, and practised in beautiful artistic evolutions. Daily ablution is required, and other appliances for health abundantly provided.

2. *Psychical.*—This will embrace all that relates to the soul, and might be subdivided into the education of the intellectual and the moral faculties, or the thinking and the feeling powers.

What, then, is the most effectual method of attaining the proper ends of education, in respect to the mental capacities of woman? The immediate end being discipline, and that in order to the best execution of the ultimate end of woman's life, shall we, or shall we not, depend on that course of mental training to which the liberally educated man has been subjected in childhood and youth? In his case, for ages, it has accomplished the most beneficial results, fitting him well, and better than those otherwise taught, for executing high and noble purposes in all the learned and in many other professions of life.

Now, it is not the mere acquisition of ancient languages, and mathematics, nor the pursuit of the sciences, which has elevated men of note to the rank they hold, but the wholesome discipline under which these processes have brought them in their formative period of life.

It is not wholly, nor even specially, because these languages and mathematics are needed for use in the professions of law, medicine,

and divinity, that they are in the curriculum of study for boys, but because such a disciplinary, symmetrically developing course is that, which long experience has proved to be the best preparative for effective performance in the various relations of life. And although woman is not expected to *man* the professions, is she not gifted with a mind immortal, and destined to fill offices, and to find herself in positions, demanding as thorough discipline and as fine development? We have read the story of social life, we have marked the waves which ruffle its surface much to no purpose, if it do not require a steady hand and a thorough discipline to enable her to carry her bark safely along, and moor it in the haven of peace!

"But," say some one, "do you think of putting our girls through a college course of study? Verily we do, in amount, yet materially modified in substance by our views of the distinctive attributes of woman in character and sphere. Ours is a four years' course, equivalent to that of a college, yet differing in many respects, as adapted more accurately to the specific wants of woman; and whilst we do not pretend that none have hitherto attained so advanced an education, we are persuaded that the course of study has been altogether miscellaneous, and needs reduction to a regular system, such as we propose.

"Certainly you do not intend that they shall consume their brains and waste their time in poring over Virgil, and Horace, and Xenophon, and all that nonsense of *dead* languages!" We do intend precisely that they shall thus consume their brains, and employ, not waste, their time, because we, at least, are convinced that no other process of development is so well adapted to woman's mind, so certain to secure the desired ends of her education. She is not in soul so essentially diverse from man, that the formative process must essentially differ. Modified it may, and must be; but in its fundamental elements the same.

"But woman never needs to use Latin or Greek." Grant it. How many ministers use algebra, geometry, conic sections? How many physicians or lawyers use either these or the ancient languages, except as technical terms of their professions? But have they derived no advantage from their study? Much every way. It was the unity, the slowness, the continuousness, the persistence of the systematic study of languages and mathematics, which gave

them the logic, the discrimination, the taste, the literary and professional success which have marked their efforts.

Looking at the position and relations of woman to the domestic hearth and to society, we propose to limit the extent to which the ancient languages and the exact sciences shall be pursued, and substitute the modern languages, English literature, and extensively the fine arts. While, by the continuous, systematic study of languages, mathematics, and other sciences, the mind is strengthened in its logical and metaphysical relations, and thus prepared for the severer and more rigid duties of life, modern languages will act collaterally, English literature will imbue the soul with a love of the Saxon race, while it stores the memory with interesting knowledge, and daguerreotypes on imagination's plate beautiful pictures of ancestral lore; and the fine arts of poetry, painting, and music, will cultivate her delicate tastes, give wings to her fancy to soar in allowable fields, adorn her parlor, give pleasure to her friends, refine and beautify her home, diffuse joy through her weary husband's heart, and open fountains of happiness for her children, binding them by golden chains to the family altar.

Our purpose is, therefore, to have the best possible provisions for the cultivation of music, which, of all the fine arts at the present day, seems to be most popular, and attract most attention from both parents and children. It is a convenient and elevating source of happiness in the family, and consists well with the designs of Providence, who has filled all nature with musical sounds, from the deep organ peal of ocean's roar, to the lute-like notes of the canary, and who sent angelic throngs, with golden harps, to announce to Bethlehem shepherds, who watched their flocks by night, the birth of a Saviour who is Christ the Lord.

Even the man who can scarce distinguish one musical sound from another, loves to see his home made happier by the presence of song, and guitar, or piano.

Then, the emotional part of the soul, the heart, must be cultivated. This links humanity to Jesus. This in woman is tender and delicate, and may be played upon like harpstrings. Uneducated in this behalf, the gentler sex becomes masculine, coarse, mischievous, unlovely. Educated here, she is feminine, refined, and ready to every good word and work. Her religious nature, especially, must

be directed to find its correlation in God, its central point of attraction in Jesus, its rest in heaven. Hence we need a family school, one large enough to secure all the desirable benefits of education, yet one in which teachers and scholars shall sit at the same table, worship at the same altar, and live under the daily care and interest of those who are *in loco parentis* for the time being. Their wants must be cared for, their ailings prescribed for, their sicknesses find home sympathies, and their spiritual thirst be quenched at the river of the fountain of life.

In this relation, especially, as in some others, it is often contended that small schools are preferable to large, and that if girls must leave the maternal roof, the best substitute is a school of some fifteen or twenty in a clergyman's family. But besides the impossibility of attaining the high ends of education in such a school, it is very questionable whether the small number gives any advantage in the way of moral and religious impression. Among a large number, there will always be enough of the Christian element to act like the leaven, and the very stir of the scene will try well the character, while the variety existent prevents the tone of piety from being staid and unique.

In a large school well conducted, where there is much division of labor among a large number of teachers, there is the same advantage for instruction and adaptation to peculiarities of mind as in a small one; greater prospect of avoiding a set mode of thought from a set mode of teaching by one head, and of acquiring self-reliance; and quite as much hope for home influence of the right kind. A small school under bad care is worse than a large one, because the influence is more immediate, more continuous, more individualizing. A school of twenty is still a school; and whether in any respect better than a larger one, must depend on the character, modes and manners of the teacher. In some respects it cannot be so good; in the advantage of more division of labor, better classification, and abundant and extensive provisions for all the departments of learning; in arrangements for health, in stimulus, in comparison and commingling of different habits of thought, in collision of prejudices, in an enlargement of the circle of ideas, in liberalizing the mind and heart, and in harmonizing society.

MATERNAL INFLUENCE.

In the education of daughters, maternal feeling and influence are essential. It is believed to be quite important that, on leaving home for education, girls should be placed under the supervision of those who are mothers. Every one who reflects, will see at once the desirableness of this. The culture of the social and of the home feeling is one prominent object of our plans, whilst high views of duty are constantly inculcated. All freedom in the outgoing of the affections and in minor matters, consistent with the lofty ends of a symmetrical education, is allowed; and in a school of this description the moral character may be most happily influenced, as it cannot be often at home, because the motives here operating are there wanting.

LENGTH OF TIME, AND PERIOD OF ENTRANCE.

Thoroughly convinced of the need of elevating the standard of female education, and of insisting on the appropriation of more time to it in a maturer period of life than has been common hitherto, and believing that judicious parents enough will encourage and sustain the enterprise, we have laid out our four years' course of study, equivalent to that of colleges, adapted to secure the best ends of education; and we require that fourteen years of age shall be the earliest period at which girls can enter on this course.

The proper ends cannot be otherwise secured. The time is short enough, as all experience teaches, in the case of boys. The course cannot be accomplished in less. More were better. And the age, from 14 to 18, is the lowest at which such a course should be undertaken. Although girls learn faster in childhood than boys, it is consummate indiscretion, with their physical and moral constitution, to hurry them early through a severe course of disciplinary study. They should, on the contrary, take time, and not, by hastily developing the mental, stint the growth of the physical. The brain, a nervous mass, soft and tender in childhood and early youth, which the intellect uses in study, must not be too severely taxed before it has acquired maturity and strength. The results, too, of later years are quicker and better, and such as will be abiding in the production

of good fruits. And mark the disastrous consequences of ending school days at fifteen or sixteen, in launching the frail bark on the wild sea of fashion and folly, and too often wrecking it there on the unseen breakers.

Let it be here distinctly borne in mind that, while we prescribe this course for graduation, we invite all who desire only a partial course, to partake of the increased advantages such will possess under our new and more systematic arrangements. A department also exists preparatory to the four years' course, with every facility for good education and instruction.

EXPENSE OF EDUCATION.

To some it seems that the education of their daughters is disproportionately expensive. It must necessarily be somewhat so to the parents, whilst there is no endowment, as in colleges, for erection of buildings, purchase of library and apparatus, and salaries of professors, although it does not, in fact, cost more to educate girls than boys. In schools for girls, the principals generally own the property, or pay a heavy rent for it, furnish their own apparatus and books, and pay their teachers; and all this must, of course, be charged to the pupils; in other words, must be paid for by the sums charged for education. Such institutions moreover, as this, cannot be conducted without a large investment and heavy expenditures. When it is remembered what the furniture must be, that some twenty pianos must always be kept on hand, some twenty servants paid and fed, and the same number of instructors, besides the boarding scholars, and that wear and tear are constant, every one must perceive that too small a charge would not warrant the existence of such an institution. We leave each for himself to compare it with the expenses and charges of a higher hotel.

Yet our terms, all things considered, and comparatively with others, are not high. Some have thought them too low. They must, of necessity, exclude many who would fain embrace the opportunities for education here afforded, but that we cannot help. Ours is not the intention to open a public school, although the tendency of our Institute is to foster them, but to offer facilities and

inducements to the many, who both desire the higher culture, and have the means to pay for it.

Whether the plan of making the principal also proprietor is the best or not, in the view of all, it commends itself to the judgment of many by several considerations. Personal interest in any concern, to an extent generating a deep sense of responsibility, is conceded, on all hands, to secure greater attention and fidelity. Then, for a family school, it is absolutely necessary that the principals have independent control of the internal affairs; and it is reasonable to presume that their experience will qualify them, better than others, to judge of requisite arrangements and improvements.

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Lizzie E. Smith,	Wolcottville, Conn.
Maggie C. Smith,	Augusta, Ga.
Julia F. Street,	Mount Zion, Ga.
Carrie B. Stout,	Brooklyn, L. I.
Helen M. Swift,	Pittsfield.
Margarette Swift,	Pittsfield.
Isabel Talbot,	Centreville, Mich.
Fanny M. Talbot,	Lowell.
C. Augusta Tallman,	Janesville, Wis.
Stella Thompson,	Peoria, Ill.
Sarah P. Thompson,	Topsham, Me.
Pheba Anna Tillinghast,	Albany, N. Y.
Sarah B. Todd,	Pittsfield.
Anna D. Todd,	Pittsfield.
Laura Z. Towner,	Jackson, Miss.
M. Nellie Tucker,	Newark, N. J.
Lizzie Ward,	New York City.
Helen M. Warriner,	Pittsfield.
Martha Warriner,	Pittsfield.
J. Augusta Waters,	Montevallo, Ala.
Harriette Wickes,	Poughkeepsie, N. Y.
Charlotte Wickes,	Poughkeepsie, N. Y.
Sophia Willis,	Pittsfield.
Aurelia B. Wilmarth,	New York City.
Kate O. Wilcox,	Madison, Conn.
Martha Wilder,	Hoosick Falls, N. Y.
Julia P. Wilde,	New York City.
Annie Wilson,	New York City.
Mary Woods,	Wahalak, Miss.

COURSE OF STUDY.

I. PREPARATORY DEPARTMENT.

Hand-book of Anglo-Saxon Orthography.
Reading, Spelling, and Defining.
Geography—Mitchell's Intermediate.
History—Parley's First Book.
Parley's Common School Hist'y.
Treasury of Knowledge.
Arithmetic—F. A. Adams's
United States History—Lossing's.
Latin—Harkness's Arnold.
Penmanship—Each Session.

Exercises throughout the Preparatory Course.

In Compositions and Rehearsals—weekly.
Class-drill in writing Compositions—weekly.
The Bible read through—annually.
Recitations or Examinations on the Bible as read—two weekly.
Vocal Music—daily.

II.—HIGHER OR INSTITUTE DEPARTMENT.

FOURTH CLASS.

Winter Sessions.

Exercises in Compositions—Parker's.
Book-keeping.
U. S. Government.
Algebra, Thompson's Day's (half.)
Latin—Harkness's Reader.
Bible—Gen.—Josh.

Summer Sessions.

Botany—Wood's.
English Literature—Cowper's.
Letters, with English Grammar.
Algebra—Completed.
Latin—Reader continued.
Bible—Josh.—Chron.

During the Fourth Year.

Vocal Music—daily.
Instrumental Music (Piano, Harp, Guitar, or Organ).
Compositions and Rehearsals—weekly.
Class-drill in writing Compositions—weekly.
Bible read through—two lessons weekly.

THIRD CLASS.

Weber's Universal History—with Mitchell's Ancient Geography and Atlas.
Chambers' Natural History.
Loomis's Geometry (half).
French.
Bible—Chron.—Eccles. (except Psalms.)
Instrumental Music.

Universal History—continued.
English Literature — Cowper's Task.
Geometry—Completed, or Virgil.
French.
Bible—Eccl.—Mal.
Instrumental Music.

During the Third Year.

Vocal Music—daily.

Compositions and Rehearsals, and drill in writing Compositions—twice weekly.

Bible read through—two recitations weekly.

JUNIOR CLASS.

Rhetoric—Blair's (large).
Nat. Philosophy—Gray's.
Trigonometry, Mens., Nav., and Surveying—Loomis's.
French.
Instrumental Music.
Bible — Matt. — Acts and the Psalms.

Chemistry—Youman's.
Eng. Lit.—Spalding's, in connection with Chambers' Cyclopedia.
Geology—St. John's.
Virgil, or Odes of Horace.
Instrumental Music.
Bible—Rom.—Rev.

During the Junior Year.

Vocal Music—daily.
Bible read through—two recitations weekly.
Compositions & Rehearsals—weekly. English, Latin, or French.
Drill in writing Compositions—weekly.

SENIOR CLASS.

Intellectual Philosophy, Upham's with references to Stewart and Brown (subjects).
Paley's Evidences of Christianity.
Paley's Natural Theology.
Virgil, or Tacitus — Germania, and Agricola.
Bible—Gen.—Josh.

Stewart's Active and Moral Powers—with references to Alexander, &c.
Astronomy—Olmsted's.
Butler's Analogy.
Paradise Lost (critical).
Instrumental Music.
Bible—Josh.—Chron.

During the Senior Year.

Bible read through—two recitations weekly.
Vocal Music—daily.
Compositions & Rehearsals—weekly. English, Latin, or French.
Drill in writing Compositions—weekly.

LECTURES DURING THE COURSE.

Chemistry—Apparatus and Experiments.
Natural Philosophy.
Biology, Physiology, Hygiene, &c.
Natural History, } Magic Lantern, Solar Microscope.
Astronomy, } Telescope, Cabinets, &c., &c.
Architecture—Extensive Drawings.
Literature—English, Classical and Biblical.
Mental Philosophy—History of Philosophy, &c.
Evidences of Christianity.

OPTIONAL COURSE.

MUSIC.

Hunten's Bertini's and Czerney's Instructions for Piano.
Cook's Singing Book.
Sloman's Melodist.
Rink's Organ School.
Reviews in Public.

DRAWING, ETC.

Scientific Perspective.
Copying—Pencil and Crayon.
Sketching from Nature.
Painting in Water Colors and in Oil.

FRENCH.

Pinney's Grammar and Reader.
Histoire de France par Emile de Bonnechose.
Grammaire de Noël et Chapsal.
Abrégé de la Grammaire Française de Noël et Chapsal.
Exercices élémentaires do. do.
Analyse logyque et Grammaticale de Noël et Chapsal.
ChrestomathieFrançaise parVinet
Surenne's Dictionary.
Translations, Compositions, Conversations, &c.

LATIN.

Andrews and Stoddard's Grammar.
Andrews' Reader.
Arnold's 1st and 2d Book.
Virgil, Sallust.
Cicero's Orations, Horace.
Prof. Tyler's Tacitus.
Cic. de Senectute, &c.
Translations, Compositions, &c.

GREEK.

M'Clintock.
Colton's Reader, Testament.
Xenophon, Homer.

GERMAN.

Ollendorff's Grammar and Reader.
Adler's Dictionary.

ITALIAN.

Ollendorff.
Foresti.

SPANISH.

Ollendorff.
Velasquez.

NOTA BENE.

It will be seen that our terms are a little higher than formerly. Every one will, at once, find the chief reason in the enhanced value of all the substantials of living, and the correspondent increase in the price of labor. The provisions for education are also better than heretofore, and the salaries paid very materially higher. It is believed there is no other school whose expenses are so heavy, none in which so much is paid in order to secure the best of talent. We have just made arrangements with Prof. Guyot of Cambridge, the first man of our country in his department of science, to deliver an annual course of lectures in the Institute. This adds to our number of professionally educated gentlemen employed as instructors, no inconsiderable advantage of this school. Let it be remembered that the $200 a term or half academic year, covers *every expense except physician's bill in case of sickness*, and it will not be thought high. Indeed, many have believed it impossible to afford the advantages we have done the past year, at $350.

We now pledge ourselves that the $400 per annum or $200 a term, shall embrace all expense of education, including use of class books, and entitle the pupil to *all the advantages* of the school in regular order, embracing the modern languages, vocal culture, music on the piano, harp, guitar and organ, drawing and painting. An education with inferior facilities can be furnished for a less sum, but such an one as will satisfy us cannot.

Diploma and Certificates.

Pupils honorably completing the four years' course of solid and ornamental studies, receive the Diploma of the Institute. In case the pupil should have no talent for music, a substitution of drawing and painting, or of some of the modern languages is allowed in the place of that branch; and to some extent, similar substitutions will be allowed in peculiar cases, throughout the Ornamental and Optional Departments. The diploma will accredit its possessor, as qualified to converse in French, to translate freely from the Latin, and as having made commendable attainments in Music, or some other branch of the Fine Arts. Such pupils also as creditably complete the studies of one year or more, are entitled to certificates worthily accrediting their scholarship and attainments.

Lectures.

While we emphatically repudiate the system of lecturing and oral instruction, as the main reliance in any course of academic education, the *experimental* sciences are here pursued under the combined advantages of class-room, text-book instruction, and accompanying lectures, with abundant illustrative experiments.

General Exercises.

These are often held, in which all the pupils are instrueted and questioned in Geography, Mental Arithmetic, Elocution, Pronunciation, Letter-writing, Political Science, Health, and generally on such topics of practical importance as are likely to be overlooked in school education.

Examinations.

In addition to the general and thorough public examinations, with which the sessions close, the pupils are examined, at intervals

of two weeks, on the studies pursued during the preceding fortnight, in such varied modes as to show their progress, give command of their acquisitions by the habitual use of the pen, excite to future effort, and confer honor upon accurate scholarship.

Apparatus, &c.

The Institute is furnished with a full church organ, and twenty pianos; and with Cabinets, Apparatus, and abundant means of illustration in the branches of Geography, History, Physiology, Astronomy, Natural Philosophy, Botany, Mineralogy, Conchology, Geology, Entomology and Chemistry; and additions will be made to these, from time to time, as the necessities of the several departments may require. One of Leland's best double compound microscopes has been bought during the past year, and is of incalculable advantage in the study of Botany. Contributions of specimens in Natural History, &c., from pupils and friends, are gratefully received.

Conditions of Admission, &c.

In order to an entrance on the Higher or Institute Course as a regular member, the pupil must give evidence of a thorough acquaintance with the preparatory studies, and must have completed the fourteenth year of her age; and for advanced standing, a corresponding increase of age and acquisitions is required. Pupils are admitted to the preparatory and partial courses without regard to age or attainments; but those coming from other schools to be graduated here, must spend at least the last year.

As it is the aim of those who conduct the Institution to give a thorough education, a preference will be exercised among the applicants for its limited number of places, in favor of those who contemplate going through the course. In all ordinary cases, pupils will be expected to continue at least for a year. They may be received at any time during the term and pay a reduced price, but in no case will they be admitted for a less time than an entire Session; and only in case of manifest Providential necessity, as protracted

sickness, can they close their connection with the school at any other time than the end of the Session, after the Examination. Absence from the classes during term-time, an evil that is contagious, one that has no natural bounds, and one that in various ways very injuriously affects the improvement of the absentee, and disturbs the order and content of the school, *will not be allowed;* while in case of sickness, or other Providential necessity, the most liberal indulgence will of course be granted.

Pupils, not present on the first day of the term, will forfeit their privilege of rooms, and, at the option of the principals, their places also, should there be other applicants.

Explicit testimonials of irreproachable character are required of applicants; and any pupil, whose influence may be found to be vitiating to the character of her associates, will be removed from the school. The place of attending church must be selected at the time of entrance.

Sessions, Vacations, &c.

The Academic Year is divided into two Sessions, commencing respectively on Thursday when the 16th, otherwise on the Thursday preceding the 16th of September, and on the first Thursday of March, and continuing twenty weeks. The last three days of each Session are devoted to an examination of the school on the subjects gone over during the term, followed in the summer by the graduating Exercises.

The Summer vacation is chiefly in August and September; the Winter in February; and to secure admission, definite application should be early made.

The Calendar for the current and coming Academic Year is as follows:

Present Term closes on the fourth Wednesday (22d) of August.
Fall Term opens September 27th, 1855.
Fall Term closes February 13th, 1856.
Spring Term opens March 7th, 1856.
Spring Term closes July 24th, 1856.

Expenses, &c.

The payment of $400 a year, $200 strictly *in advance* at the beginning of each term, to be returned in case of removal for protracted sickness, entitles the pupils to all the advantages of the Institute in regular order, *without any further charge whatever.* This includes board, washing, fuel, gaslight, furnished rooms, all necessary family expenses, use of all class and library books, stationery, sheet-music, together with the entire course of solid and ornamental branches, embracing modern languages, special individual vocal culture, music on piano, harp, guitar, and organ, drawing and painting, etc. In short, every thing but a physician's bill in case of sickness.

Persons coming to attend exclusively to music pay the same as others, and are entitled to double the amount of daily practice on the pianos of the Institute.

Day Tuition.—$20 the half year, for the Higher English course, $15 for the preparatory course. Extra branches: Music—Guitar, Piano, and Organ, $20 to $30 for the half year, with or without vocal accompaniment. French, Italian, Spanish, or German, $12; Greek or Latin, $8. Drawing, with the use of copies, $12. Painting, $16 to $25. Use of Musical Instruments in practice, in proportion to the time occupied. As a safeguard against evil influences upon the Institution, and to secure proper responsibility in the oversight of pupils, no one will be received as a day scholar who is not a resident in town, under the personal care of parent, guardian, or immediate family connections.

If the Principal is desired to advance money for shoes or other necessary articles, *a deposit must be made for that purpose.*

Every pupil should be furnished with table-napkins, and should have every article of her wearing apparel *durably marked with her name in full.*

Overshoes and an umbrella should not be forgotten in the outfit. Warm clothing should be provided for winter, and this is all that is necessary to the preservation and improvement of health in this cold, though dry atmosphere. Southern girls, who are prudent, seem to be universally benefited.

Correspondence, Visits, &c.

There is no espionage here over the correspondence between friends: but parents are required to furnish a list of persons with whom they are willing to have their daughters correspond. All letters pass through the hands of the Principal and Teachers to and from the Post-office, and are compared with the authorized list.

Visits are restricted to recreation hours, except in case of friends passing through the village in haste, and under necessity of leaving before the hour of intermission: nor are visitors allowed unless authorized by parents or guardians. The less visiting in term-time the better, and those who visit least usually improve most.

Our teachers are nearly all in the Institute, and part of the family; and *all* are exclusively devoted to the school, not permitted to have any other calling.

The Principal, or one of the gentlemen teachers, will meet young ladies at the Astor House, in New York, on the Tuesday evening preceding the beginning of each term, to accompany them on Wednesday A. M. to Pittsfield.

Report of the Examining Committee

OF THE

YOUNG LADIES' INSTITUTE.

Committee:

JAMES R. SPALDING, JOHN TODD, D. D., JULIUS ROCKWELL.

The Examination, the conclusion of which we have now reached, has been conducted with great rigor and thoroughness. In no sense and in no degree has it borne the character so apt to mark an occasion of this kind, and so pointedly signified in the phrase, "a got up affair." There has been no machine or routine work about it. There has been no frivolous playing around the surface of a subject, nor cautious winding through the midst of it with a fear lest one step aside prove a mis-step. The Examination has been in fact what the name imports, a faithful scrutiny into the results actually obtained from the instruction, and under the general influences of the Institution. The questions that have been put have been test questions—questions which the occasion of the moment prompted, which could not have been foreseen or specially provided for, and yet which, at some point or other, usually touched the real pith of the matter. Not only intimate familiarity with text-books has been shown, but, in most cases at least, that discipline of mind and those habits of thought which are of more account than any mere letter of the text-book in securing a complete mastery of the subject. Scholarship is to be measured both by the standard of acquired knowledge, and by that of attained culture; and that these pupils have borne trials signally well, all visitors during the last three days can abundantly testify. Even did we not think it invidious, we should hardly know how to discriminate, for the difference in merit between the

different classes has been relative rather than absolute, resulting rather from disparity in age and school experience than from intrinsic superiority. We might speak in very high terms of the proficiency in French and Latin; but then we should have, in justice, to speak equally high of the proficiency in Mathematics and in the Physical Sciences, in Grammar and in English Literature.

We may, however, be permitted to advert more particularly to our extreme gratification with the command exhibited over the philosophical studies of the last year of the course, conducted under the direct personal charge of the Principal. We say without reserve that we have never elsewhere witnessed so thorough an appreciation, and so correct an understanding, of the great questions which lie at the foundation of morals and religion, right views of which do so much towards giving the soul light and direction, and have so powerful a bearing upon character. There obviously had not been a mechanical *binding down* of the mind to a set system, but there assuredly had been a free, full *calling out* of the mind's highest faculties, and a wise guidance of them, both undistrusting and undistrusted, through their own energies to the great primal truths. The clearness of perception, accuracy of distinction, and self-relying decision resulting from this treatment was most marked to every observer.

Of music and those other branches of art which harmonize so well with all that is refined and excellent in female character, there has been the same successful cultivation. The delight afforded us by this present concert, and the admiration which has escaped us in the room containing the drawings and paintings, are ample token of this. In the original pieces which have been read, we of course discover a considerable difference in merit; but without exception they have possessed propriety and ease of diction, while some showed a richness and grace of thought and sentiment, we confess, we were hardly prepared for. We cannot particularize, and yet must say that there is a poet here though she thinks it not; and again that Farewell, the "word that must be, and hath been," is not often more sweetly or more touchingly pronounced than we have heard it to-day. And indeed one of the most gratifying characteristics of this Institution is the culture of the finer sensibilities of the soul. We have felt that we have been breathing an

atmosphere of warmth and freshness—an atmosphere in which hearts bloom, and every genial feeling puts forth new beauty. While we have evidence on every hand of *discipline*—of that faithful training which is indispensable to the right development of the intellectual part of our being, we have not found a trace of injury done to these delicate qualities, which give the purest fragrance to woman's nature, and which too frequently, it must be acknowledged, do not survive the rude wear of intellectual effort. We speak of this the more particularly because the inadequate cultivation of the social feelings has been called a great defect in New England education. The mere acquisition of knowledge and intellectual strength has had too prominent a place; and the consequence has been a stiffness and angularity of character in many of our best educated ladies, which we fear, not only destroys their attractiveness, but seriously impairs their influence. However this may be, we are sure that the requirements and influences of this Institution cannot make a young lady any the less lovable; and that they cannot help, on the other hand, to fit her for a nobler, purer, sweeter part through all the pleasing, all the anxious scenes of her existence.

JAMES R. SPALDING,
JOHN TODD, D. D.,
Hon. JULIUS ROCKWELL,
} Examining Committee.